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# PROCEEDINGS

## International Seminar LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 7

“The Vitality of Local Languages in Global Community”

July 19—20, 2017



Compiled by  
Agus Subiyanto, Herudjati Purwoko, Kartini Rahayu,  
Wa Ode Nisrawati, Nur Faidatun Naimah, and Ardis Septi Eka Rachmatika

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# **PROCEEDINGS LANGUAGE MAINTENANCE AND SHIFT (LAMAS) 7: The Vitality of Local Languages in Global Community**

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Semarang, Indonesia

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## NOTE

In this international seminar on Language Maintenance and Shift 7 (LAMAS 7 for short), we try to do the new paradigm, that is publishing the proceeding after the seminar was held. The positive aspect of the paradigm is that the presenters of the seminar have opportunity to revise their paper based on the responses of the audience. However, it takes longer time to process the proceeding until it is ready to distribute. Therefore, we apologize for being late.

In this opportunity, we would like to extent our deepest gratitude to *Balai Bahasa Jawa Tengah* for continuously cooperation in conducting the seminar. Thanks also go to the Dean of the Faculty of Humanities, the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible. We would also express our special thanks to committee for putting together the seminar that gave rise to this compilation of papers.

We would like to thank Mrs. Shu-Chuan Chen, Ph.D. from Asia University Taiwan, Dr. Tupas Topsie Ruanni, from National Institute of Education Singapore, Drs, Pardi M.Hum. from *Balai Bahasa Jawa Tengah*; Prof. Ketut Artawa, Ph.D. from Udayana University, and Dr. Suharno, M.Ed. from Diponegoro University, as invited speakers in plenary sessions, and to all of the participants of the seminar.

Semarang, September, 25<sup>th</sup> 2017

The Board of Editor in LAMAS

## SCHEDULE OF THE INTERNATIONAL SEMINAR

JULY 19, 2017 (FIRST DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.00 – 08.00	REGISTRATION		LOBBY HALL	COMMITTEE
08.00 – 08.30	INDONESIA RAYA ANTHEM		KRYPTON	COMMITTEE
	SPEECH FROM THE COMMITTEE			HEAD OF COMMITTEE
	OPENING			DEAN OF FIB UNDIP
08.30 – 10.45	PLENARY SESSION 1		KRYPTON	Moderator: Herudjati Purwoko, Ph.D.
	Drs. Pardi, M.Hum. (Balai Bahasa Jawa Tengah, Indonesia)			
	Shu-Chuan Chen, Ph.D. (Asia University, Taiwan)	RECONSTRUCT THE IDENTITIES ON CULTURAL AND LANGUAGE TRANSITION IN TAIWAN		
	Prof. Ketut Artawa, Ph.D. (Udayana University, Indonesia)	GRAMMATICAL ALIGNMENTS IN INDONESIAN		
10.45 – 11.00	BREAK		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 1			HOTEL 2ND FLOOR	
11.00 – 12.30	Agni Kusti Kinasih & Muhammad Hawas	SPEECH LEVELS OF MADURESE LANGUAGE: A SOCIO-PRAGMATIC STUDY OF BANGKALAN DIALECT	KRYPTON 1	COMMITTEE
	Andiani Rezkita Nabu	TIPE SEMANTIK VERBA BAHASA BOLAANG MONGONDOW		
	Anisak Syaid Fauziah & Sumarlam	KOHESI LEKSIKAL PADA SPIRIT HARI INI DI RADIO MHFM SOLO DAN UNTAIAN KATA DI RADIO IMMANUEL SOLO		
	Ai Yeni & Sutiono Mahdi	PREFIX N- AND ITS COMBINATION IN SUNDANESE: A MORPHOLOGY STUDY		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.00 – 12.30	Aldila Arin Aini & Sumarlam	STRATEGI KESANTUNAN POSITIF & TINDAK TUTUR KOMISIF BERJANJI DALAM DEBAT PERDANA PILKADA DKI JAKARTA 2017	KRYPTON 2	COMMITTEE
	Ari J. Adipurwawidjana	SEMANTIC DEFLATION IN ENGLISH-INDONESIAN INTERLINGUISTIC EXCHANGES		
	Endah Dewi Muliandari	ANALISIS IDEOLOGI PENERJEMAHAN DAN KUALITAS TERJEMAHAN LEKSIKON BUDAYA DALAM TERJEMAHAN A SUNDANESE WAYANG GOLEK PURWA KARYA KATHY FOLEY		
	Asrofin Nur Kholifah & Ika Maratus Sholikhah & Dian Adiarti	PRESERVING LOCAL IDENTITY THROUGH LANGUAGE STYLE IN <i>WAYANG BANYUMAS</i>		
11.00 – 12.30	Amanah Hijriah	STRATEGI KESANTUNAN POSITIF DALAM BAHASA MELAYU PONTIANAK	KRYPTON 3	COMMITTEE
	Dian Pranesti	METAPHOR MAPPING IN INDONESIAN POLITICAL INTERNET MEMES		
	Dethan Erniani Ortalisje	AN ANALYSIS OF GRAMMATICAL ERRORS FOUND IN UKAW STUDENTS' ENGLISH ABSTRACT WRITING		
	Binar Kurniasari Febrianti	KARAKTERISTIK BUDAYA MELAYU DALAM SEPOK TIGE #SEPANYOL #ANDALUSIA KARYA PAY JAROT SUJARWO		
11.00 – 12.30	Ketut Widya Purnawati	MANNER ADVERBIAL VERBS IN BALINESE	MATRIX	COMMITTEE
	Abdul Hamid & Eni Karlieni & Tisna Prabasmoro	THE ROLE OF SUNDANESE LANGUAGE IN THERAPEUTIC COMMUNICATION AT THE ONCOLOGY CLINIC RSHS		
	Dyah Ayu Nila Khrisna	ANALISIS PENOKOHAN SANTIAGO DALAM NOVEL <i>THE OLD MAN AND THE SEA</i> DENGAN PENDEKATAN APPRAISAL		
	Dewi Juliastuty	PEMERTAHANAN BAHASA MELAYU MEMPAWAH LEWAT TUNDANG (KAJIAN TEKS DAN MAKNA)		
11.00 – 12.30	Dwi Indarti	POLITENESS STRATEGY OF DIRECTIVE SPEECH ACTS IN BETAWINESE SHORT-STORIES SEBELAS COLEN DI MALAM LEBARAN: SETANGKLE CERITA BETAWI	KRYPTON 4	COMMITTEE
	Deli Nirmala	EARLY LANGUAGE DEVELOPMENT OF INDONESIAN CHILDREN WITH PARENTS WHOSE FIRST LANGUAGES ARE DIFFERENT: INDONESIAN AND JAVANESE		
	Diana Anggraeni	THE ANALYSIS OF MODIFICATION POSITION IN NOUN PHRASE IN THE TRANSLATION OF MASTER OF THE GAME		
	Dwi Handayani	PEMERTAHANAN KEARIFAN LOKAL PEPATAH-PETITIH SEBAGAI PENGUATAN SUMBER DAYA SOSIAL BAGI MASYARAKAT TENGGER		
12.30 – 13.30	LUNCH BREAK (ISHOMA)		HOTEL 2ND FLOOR	COMMITTEE

TIME	NAME	TITLE	ROOM	CHAIR PERSON
<b>PARALLEL 2</b>			HOTEL 2ND FLOOR	
13.30 – 15.00	Dian Indira, Wahya, R.M. Mulyadi	KONSEP LITERASI BERKARAKTER DALAM BUKU PELAJARAN BAHASA SUNDA TINGKAT SEKOLAH DASAR	KRYPTON 1	COMMITTEE
	Edy Jauhari	STRATEGI KESANTUNAN RESPON TERHADAP KRITIK DALAM MASYARAKAT BUDAYA JAWA MATARAMAN		
	Oktadea Herda Pratiwi	ANALISIS KONTRASTIF ISTILAH KEKERABATAN DALAM BAHASA DAYAK NGAJU, BANJAR, DAN DAYAK MAANYAN		
	Ririn Ambarini, Arso Setyaji & Sri Suneki	DEVELOPING KINDERGARTEN STUDENTS' PARTICIPATION IN BILINGUAL MATHEMATIC LEARNING ACTIVITIES THROUGH CONSTRUCTIVISM APPROACH		
13.30 – 15.00	Ni Wayan Sartini	REVITALISASI RITUAL PERTANIAN SEBAGAI USAHA PELESTARIAN ISTILAH-ISTILAH DALAM BAHASA BALI: KAJIAN BAHASA DAN BUDAYA	KRYPTON 2	COMMITTEE
	I Gusti Agung Istri Aryani & Ni Putu Evi Wahyu Citrawati	SOSIOPRAGMATIC ANALYSIS OF MORAL VALUES IN BALINESE FOLKLORES		
	Ponia Mega Septiana & Sutiono Mahdi	MAKNA REFERENSIAL DAN NONREFERENSIAL PADA LIRIK LAGU SUNDA “MAWAR BODAS”		
	Sri Wiryanti Budi Utami	REVITALISASI CERITA RAKYAT BAWEAN: SEBAGAI PEMERTAHANAN IDENTITAS BAHASA DAN BUDAYA ORANG-PULAU BAWEAN		
13.30 – 15.00	Dewi Nastiti L.	ADA APA DENGAN UNDANG-UNDANG BAHASA? MENILIK PENGGUNAAN UU NOMOR 24/2009 DARI KACAMATA HUKUM SERTA PENDIDIKAN DAN BUDAYA	KRYPTON 3	COMMITTEE
	Noviana Dwi Yasinta & Rizki Utami	PERBEDAAN DAN PERSAMAAN DEIKSIS PERSONA BAHASA JAWA SEMARANG DAN BAHASA JAWA BANYUMASAN		
	Roby Aji	PENAMAAN WILAYAH KECAMATAN DI KOTA DEPOK: TINJAUAN SISTEM TANDA ADMINISTRATIF BERDASARKAN SEMIOTIKA TEKS DAN RUANG		
	Titania Sari & Sutiono Mahdi	LEXICON USING OF SUNDANESE LANGUAGE LEVEL IN “PUPUH DANGDANGGULA”		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.30 – 15.00	Anne Meir & Sutiono Mahdi	POLA DASAR KALIMAT BAHASA BATAK TOBA	MATRIX	COMMITTEE
	Octovianus Bin Rojak	POLITENESS IN TORAJA LANGUAGE: A STUDY ON POLITENESS IN PANGALAQ-RIU AND SURROUNDING AREAS DIALECT		
	Sansiviera Mediana Sari	MEMORI DAN RELASI MAKNA MENGENAI ANTONIM PADA ANAK AUTIS: STUDI KASUS TERHADAP 3 ANAK AUTIS USIA 11-16 DI SEKOLAH INKLUSI CAHAYA DIDAKTIKA		
	Eny Setyowati & Nimas Permata Putri	KORESPONDENSI FONEMIS BAHASA RUMPUN SUMATERA (Kajian Linguistik Historis Komparatif pada Bahasa Batak Toba, Minangkabau, Aceh dan Melayu Riau)		
13.30 – 15.00	Angelika Riyandari	VITALIZING JAVANESE LANGUAGE THROUGH PLACE NAMES	KRYPTON 4	COMMITTEE
	Setiyawati & Sutiono Mahdi	REDUPLICATED WORDS IN SUNDANESE: THE STUDY OF UNIQUENESS OF LOCAL LANGUAGE		
	Titin Lestari	THE LANGUAGE USED BY INDONESIAN LOCAL GUIDES IN GOOGLE MAPS REVIEWS		
	Ika Maratus Sholikhah, Dyah Raina Purwaningsih, Erna Wardani	MAINTAINING BANYUMAS LOCAL LANGUAGE THROUGH <i>BATIK</i> AND ITS CULTURAL VALUES		
POSTER SESSION			HOTEL 2ND FLOOR	
15.00 – 16.00	Agustina Alooja	TERJEMAHAN TUTURAN YANG MENGAKOMODASI TINDAK TUTUR MENYURUH PADA NOVEL <i>CHRIST THE LORD OUT OF EGYPT</i> KARYA ANNE RICE	KRYPTON 1	COMMITTEE
	Ali Badrudin	KAJIAN ETNOLINGUISTIK TENTANG PRANATA MANGSA JAWA (CERMIN PENGETAHUAN KOLEKTIF MASYARAKAT PETANI DI JAWA)		
	Anandha	THE STUDENTS PRESENT ATTITUDES IN USING JAVA AND NGAPAK DIALECT ON CAMPUS		
	Herudjati Purwoko	PROMOTING REGISTER AS POLITENESS FORMULA		
	Niswa Binti Rahim	EMPAT SIMBOL DASAR LAMBANG KEHIDUPAN MASYARAKAT TORAJA: SEBUAH KAJIAN SEMIOTIK MODEL PIERCE		
	Agus Subiyanto	VOICE SELECTION IN JAVANESE NARRATIVE AND CONVERSATIONAL DISCOURSE		
	Sri Ratnawati	JHEMO MADURA: KEARIFAN LOKAL DALAM TANTANGAN GLOBAL		
	Patrick Munyensanga	OUR IDENTIFICATION THROUGH COMMON CULTURE AS SINGLE LANGUAGE UNIFIES US		



TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.00	Santy Yulianti	PROSES MEMBACA NORMAL PADA ANAK KELAS III SD PERGURUAN RAKYAT MATRAMAN, JAKARTA TIMUR	KRYPTON 2	COMMITTEE
	Yessi Aprilia Waluyo	APPLYING CODE MIXING AND CODE SWITCHING IN TEACHING ENGLISH GRAMMAR IN THE CLASSROOM		
	Mutiara Karna Asih	PENELITIAN LAPANGAN MENGENAI PENGGUNAAN BAHASA PADA DOMAIN <i>TRANSACTION</i> , <i>FRIENDSHIP</i> , DAN <i>JOB</i> DI <i>FOODCOURT MORO</i> , MORO MALL, PURWOKERTO		
	Miftakhul Huda	MEMBANGUN IDENTITAS DALAM WACANA		
	Giovani Juli Adinatha	VARIASI BENTUK PENAMAAN BADAN USAHA BERBAHASA JAWA: STRATEGI PEMERTAHANAN BAHASA JAWA DI KOTA SEMARANG		
	Maklon Gane	THE COMPLEXITY OF LOLODA PRONOMINAL VERB PREFIXES		
	Samuel Anderson	AN OVERVIEW OF THE DIVERSITY OF THE GHANAIAN LANGUAGE AND CULTURE		
	Sulis Triyono	GERMAN VERBS IN STUDIO-D A1 BOOK: A MORPHOLOGY ANALYSIS		
15.00 – 16.00	Dwi Susilowati	QUESTIONING JAVANESE LANGUAGE VALUE AND VITALITY WITH ITS MILLIONS OF SPEAKERS	KRYPTON 3	COMMITTEE
	Dyah Prasetiani	MUATAN BUDAYA LOKAL DALAM PEMBELAJARAN BERBICARA		
	Exti Budihastuti	ANALISIS SWOT TENTANG PERGERAKAN BAHASA MELAYU DI TAKEO SEBAGAI UPAYA UNTUK MENGENALKAN BAHASA INDONESIA DI KAMBOJA		
	Luita Aribowo	BAHASA, BUNYI DAN PERSEPSI		
	Mualimin	TINDAK TUTUR DIREKTIF DALAM PUISI LANANG SETIAWAN, SASTRAWAN TEGAL		
	Nurhayati	MIXED GENRE IN <i>DOA POLITIK</i> : A STRATEGY OF SOCIAL CONTROL		
	Sri Puji Astuti & M. Suryadi	DESAIN PEMBENTUKAN LEKSIKON UNIK TUTURAN JAWA PADA MASYARAKAT PINGGIRAN DI KOTA SEMARANG		
	Ulva Fatiya Rosyida	KEBIJAKAN PENDIDIKAN BAHASA DAERAH DI ERA MEA (MASYARAKAT EKONOMI ASEAN)		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.00	Lestari Manggong	LANGUAGE AND CULTURE IN THE CASE OF MERRIAM-WEBSTER'S CORRECTION OVER PRESIDENT TRUMP'S TWEETS	MATRIX	COMMITTEE
	Priscilla Esther Siringoringo & Sutiono Mahdi	FIGURE OF SPEECH BASED ON SHORT DRAMA USING SUNDANESE LANGUAGE		
	Rizky Fitri Lestari	UKARA PITAKON (KALIMAT TANYA) DALAM BAHASA JAWA DIALEK JAWA TIMUR, SUB DIALEK MALANG		
	Reiva Irene Seraphina & Sutiono Mahdi	PROSES PEMBENTUKAN KATA PADA JAJANAN SUNDA: SUATU KAJIAN MORFOLOGI		
	Sigit Haryanto	PEMEROLEHAN DAN PEMBELAJARAN BERBAHASA PADA ANAK-ANAK TKIT AL-AUSATH PABELAN KARTASURA		
	Wening Sahayu	PAJERO SPORT FROM A GLOBAL PERSPECTIVE OF LANGUAGE AND CULTURE		
	Erni Rahayu	THE INTEREST AND POETRY WRITING SKILLS IMPROVEMENT BY DISCOVERY BASED LEARNING METHOD		
	M. Suryadi	KEKAYAAN LEKSIKON EMOTIF-KULTURAL MEWARNAI BENTUK KESANTUNAN BETUTUR DAN GRADASI KESOPANAN PADA MASYARAKAT JAWA PESISIR DI KOTA SEMARANG		
15.00 – 16.00	Debyo Saptono & Tri Wahyu Retno Ningsih	PERANCANGAN APLIKASI <i>FLESCH LEVEL</i> UNTUK MENENTUKAN INDIKATOR KETERBACAAN TEKS	KRYPTON 4	COMMITTEE
	Dwi Indarti & Cut Nina Sausina	ANALYSIS OF BETAWI LANGUAGE FROM LINGUISTIC FEATURES PERSPECTIVE: A CASE STUDY OF <i>PORTALBETAWI.COM</i>		
	Islah Maretekawati Amelius	TINDAK ILOKUSI PADA IKLAN TEMPAT MAKAN DI PINGGIR JALAN DI SEMARANG DAN IKLAN PRODUK KECANTIKAN UNILEVER		
	Jujan Fajriyah & Sutiono Mahdi	THE SOUND CHANGE IN SUNDANESE: PHONOLOGICAL STUDY ON JUJUN JUNAEDI'S SPEECH ENTITLED NIKAH		
	Novita Sumarlin Putri	ANALISIS TERJEMAHAN KALIMAT YANG MENGAKOMODASI TINDAK TUTUR KOMISIF PADA NOVEL <i>INSURGENT</i> KARYA VERONICA ROTH		
	Ahmed Fomba	UNTOLD BLACK HISTORY		
	Onin Najmudin	STRUKTUR DAN MAKNA VERBA MAJEMUK BAHASA JEPANG V1+KOMU		
	Taufik Nur Hidayat	TERJEMAHAN JENIS PROSES PADA SISTEM TRANSITIVITAS PIDATO PELANTIKAN PRESIDEN BARACK OBAMA DAN DONALD TRUMP BESERTA KUALITAS TERJEMAHANNYA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
<b>PARALLEL 3</b>			HOTEL 2ND FLOOR	
16.00 – 17.00	Ropa Wahyuni & Eva Endah Nurwahyuni	COMMISSIVE SPEECH ACTS REALIZATION ON REGULAR TALKS: A STUDY OF EASTERN-JAVANESE DIALECT IN BOJONEGORO AND SURABAYA REGIONS	KRYPTON 1	COMMITTEE
	Silvia Marni	KEHIPONIMAN VERBA BAHASA MINANGKABAU SEBAGAI BENTUK PEMERTAHAN KEKAYAAN KOSAKATA		
	Wahyu Ayuningsih	ETOS KERJA MASYARAKAT MADURA DI DALAM LIRIK LAGU DAERAH MADURA: KAJIAN ETNOLINGUISTIK		
	Mayuni & Sutiono Mahdi	MORPHOPHONOLOGICAL INTERFERENCE IN MINANGKABAU'S LANGUAGE		
16.00 – 17.00	Seprianus A. Nenotek	LANGUAGE FORM USED IN EFL COURSEBOOK "PASSPORT TO THE WORLD"	KRYPTON 2	COMMITTEE
	Sri Andika Putri	CITRA WANITA MINANGKABAU DALAM PETUAH ADAT		
	Yakob Metboki & Norci Beeh	GLOBALIZING LEARNERS' LOCAL LANGUAGES FROM LOCAL CONTEXTS: AN OVERVIEW OF LANGUAGE PLANNING AT THE ENGLISH EDUCATION PROGRAM OF ARTHA WACANA CHRISTIAN UNIVERSITY KUPANG		
	Sri Minda Murni	ORAL PROFICIENCY IN PAKPAK LANGUAGE: AN ISSUE IN MAINTAINING PAKPAK LANGUAGE		
16.00 – 17.00	Syamsurizal	BENTUK DEIKSIS DALAM CERITA RAKYAT REJANG "TELEU BESOAK"	KRYPTON 3	COMMITTEE
	Suparto	GEOGRAPHICAL METONYMY IN ENGLISH MASS MEDIA IN INDONESIA		
	Yoga Yolanda	INTRODUCING INDONESIAN CULTURE THROUGH UTILIZING PANTUN AS A TEACHING MATERIAL OF BIPA		
	Norci Beeh	SEMANTICS ANALYSIS ON SPEECH ACT USED IN <i>BEMO</i> (KUPANG'S PUBLIC TRANSPORTATION)		
16.00 – 17.00	Teguh Santoso	KALIMAT PERMOHONAN DIREKTIF BAHASA JEPANG DAN BAHASA JAWA: TINJAUAN SOSIOLINGUISTIK	MATRIX	COMMITTEE
	Ganjar Hwia	KAJIAN DAN PEMETAAN VITALITAS BAHASA UNTUK PENGOPTIMALAN PROGRAM PELINDUNGAN BAHASA-BAHASA DAERAH DI INDONESIA		
	Ypsi Soeria Soemantri, Nany Ismail & Susi Machdalena	INTERCULTURALITY OF MIXED-MARRIED COUPLE: A SUNDANESE MALE AND A FOREIGN FEMALE		
	Siwi Tri Purnani	BAHASA JAWA: PERSPEKTIF TOLOK UKUR BUDAYA SANTUN TATA KRAMA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
16.00 – 17.00	Ratna Susanti, Tri Wiratno & Sumarlam	KAJIAN PRAGMATIK KESANTUNAN BERBAHASA ANTARA NAJWA SHIHAB DAN PRESIDEN JOKO WIDODO	KRYPTON 4	COMMITTEE
	Husna Imro’Athush Sholihah	ANALISIS TERJEMAHAN SINGKUMSTAN PADA BUKU CERITA ANAK BERJUDUL <i>THE 7 HABBITS OF HAPPY KIDS</i> KARYA SEAN COVEY DAN TERJEMAHANNYA (KAJIAN TERJEMAHAN DENGAN PENDEKATAN <i>SYSTEMIC FUNCTIONAL LINGUISTICS</i> )		
	Putri Adinihaqi Chusnul Chotimah	IDEOLOGIES OF EMMANUEL MACRON’S TRANSLATED INAUGURAL SPEECH: A CRITICAL DISCOURSE ANALYSIS STUDY		
	Nisa Fikria Haqinatul Millah & Sutiono Mahdi	SEMANTIC FIELD ON THE EMOTION DOMAIN IN SUNDANESE LANGUAGE		
17.00 – 17.45	BREAK		HOTEL 2ND FLOOR	COMMITTEE
JULY 20, 2017 (SECOND DAY)				
TIME	NAME	TITLE	ROOM	CHAIR PERSON
07.30 – 08.00	REGISTRATION		LOBBY HALL	COMMITTEE
08.00 – 09.30	PLENARY 2		KRYPTON	Moderator: Dr. Nurhayati, M.Hum.
	Dr. Ruanni Tupas (National Institute of Education, Singapore)	INEQUALITIES OF MULTILINGUALISM: GLOBALIZATION, NATIONALISM AND MOTHER TONGUES		
	Dr. Suharno, M.Ed. (Diponegoro University, Indonesia)	REVITALIZING LOCAL LANGUAGES THROUGH MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE)		
09.30 – 09.45	BREAK		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 4			HOTEL 2ND FLOOR	
09.45 – 11.15	Sheila Nanda Parayil & Tenty Maryanthi	STRATEGI KESANTUNAN TIDAK LANGSUNG PADA KRITIK PENUTUR REMAJA	KRYPTON 1	COMMITTEE
	I Wayan Ana	TINDAK TUTUR PERFORMATIVE DALAM TERJEMAHAN DOKUMEN HUKUM BAHASA INDONESIA KE DALAM BAHASA INGGRIS		
	Putu Devi Maharani & Komang Dian Puspita Candra	VARIASI FONOLOGIS BAHASA BALI DIALEK KUTA SELATAN		
	Muhammad Ari Kunto Wibowo & Sumarlam	GAYA BAHASA DAN PENCITRAAN DALAM <i>SERAT WULANG REH</i> KARYA PAKUBUWANA IV		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
09.45 – 11.15	Vamelia Aurina Pramandhani	KAJIAN PRAGMATIK PENERAPAN <i>BOOSTER</i> DALAM BAHASA JEPANG	KRYPTON 2	COMMITTEE
	Ifoni Iudji	GRAMMATICAL INTERFERENCE IN TRANSLATING PROCEDURAL TEXT DONE BY THE STUDENTS OF ARTHA WACANA CHRISTIAN UNIVERSITY		
	Sutiono Mahdi	COMPOUNDING OF BASEMAH LANGUAGE: AN EFFORT TO UNDERSTAND THE UNIQUENESS OF LOCAL LANGUAGES		
	Baiq Desi Milandari	REVITALISASI BAHASA DAERAH MELALUI TAYANGAN TELEVISI SEBAGAI UPAYA MENUJU KEBHINEKAAN		
09.45 – 11.15	Yenny Hartanto	CROSS-CULTURAL STUDY ON BARGAINING	KRYPTON 3	COMMITTEE
	Kartika Tarwati	TEKNIK DAN KEAKURATAN TERJEMAHAN ISTILAH MEDIS (STUDI KASUS PADA PENERJEMAH AMATIR, SEMI PROFESIONAL, DAN PROFESIONAL)		
	Zainal Abidin	INOVASI FONOLOGIS RETROPLEKSISASI DAN GLOTALISASI DALAM ISOLEK BONAI ULAKPATIAN		
	Imam Muhtadi, Wiwi Widuri, Frando Yantoni, & Sutiono Mahdi	ASSOCIATIVE MEANINGS IN DOEL SUMBANG SONG LYRIC “BEURIT” SEMANTIC STUDY		
09.45 – 11.15	I Nyoman Suparwa & Ni Luh Gede Liswahyuningsih	INDONESIAN AMBIGUOUS NOUN PHRASES AND ITS TRANSLATION INTO ENGLISH	MATRIX	COMMITTEE
	Ria Aresta	ANALISIS TERJEMAHAN TUTURAN YANG MENGAKOMODASI <i>FLOUTING</i> MAKSIM KUALITAS PRINSIP KERJASAMA DALAM NOVEL <i>ME BEFORE YOU</i> KARYA JOJO MOYES		
	Zurmailis	AKUISISI BAHASA ANAK DI LINGKUNGAN MARJINAL KOTA PADANG		
	Sintya Mutiara W.E.	CODE-SWITCHING AND CODE-MIXING ON PERSUASION IN INDONESIAN TELEVISION ADVERTISEMENTS		
09.45 – 11.15	Jaya	MENGKAJI KEMBALI STATUS PREPOSISI /I/ SEBAGAI BENTUK DASAR DALAM BAHASA SUMBAWA DIALEK JEREWEH KAJIAN <i>ITEM AND PROCESS</i>	KRYPTON 4	COMMITTEE
	Musfeptial	IDENTITAS LOKAL PADA KARYA E. WIDIANTORO UPAYA PENGUATAN PERAN BAHASA IBU		
	Wiwiek Sundari	SEJARAH PERKEMBANGAN KOSAKATA BAHASA INGGRIS		
	Eni Karlieni	“CERMINAN IDENTITAS KESUNDAAN DALAM AKUN FACEBOOK WALIKOTA BANDUNG RIDWAN KAMIL” SUATU KAJIAN SOSIOLINGUISTIK		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
<b>PARALLEL 5</b>			HOTEL 2ND FLOOR	
11.15 – 12.45	Ayu Ida Savitri	PENGUNAAN BAHASA TUTUR DALAM STRIP KOMIK SEBAGAI SALAH SATU UPAYA PEMERTAHANAN BAHASA DAERAH	KRYPTON 1	COMMITTEE
	Farda Naila Salsabila	PERGESERAN KATA “ENYONG” PADA MASYARAKAT JAWA DI KABUPATEN BATANG		
	Wa Ode Nisrawati , Ardis Septi E.R., Kartini Rahayu	PROSES ASIMILASI DALAM BAHASA MUNA (MENGUNAKAN PENDEKATAN TEORI OPTIMALITAS)		
	Muhammad Rohmadi	STRATEGI TINDAK TUTUR DAN IMPLEMENTASI PRINSIP KESANTUNAN HUMOR PADA MEDIA SOSIAL SEBAGAI MEDIA UNTUK MENJAGA KEBHINEKAAN MASYARAKAT MULTIKULTURAL DI NKRI		
11.15 – 12.45	Made Ratna Dian Aryani	VERBA BEROBJEK GANDA BAHASA JEPANG	KRYPTON 2	COMMITTEE
	Tri Wahyu Retno Ningsih	KAJIAN FONETIK AKUSTIK PADA TUTURAN ANAK-ANAK ASPERGER SYNDROME		
	Wahyu Damayanti	FENOMENA UNGKAPAN PANTANG LARANG MELAYU SELIMBAU: CAKRAWALA PEMAHAMAN BUDAYA MELALUI BAHASA		
	Felix Brian Hari Ekaristianto	PERGESERAN MAKNA KATA PADA KOMENTAR PENGGUNA MEDIA SOSIAL DALAM BERITA PILKADA DI JAKARTA		
11.15 – 12.45	Made Sri Satyawati	PENOMINAL DALAM BAHASA BIMA	KRYPTON 3	COMMITTEE
	I Ketut Darma Laksana	PERILAKU BERBAHASA DALAM KEJAHATAN SIBER		
	Ririn Sulistyowati	ALKISAH MANGKUS DAN SANGKIL: TERGERUSNYA BAHASA INDONESIA OLEH PENGARUH BAHASA ASING		
	Hidayat Widiyanto	URGENSI BAHASA DAERAH DALAM KERANGKA PEMBELAJARAN BAHASA INDONESIA BAGI PENUTUR ASING		
11.15 – 12.45	Mulia Anggraini	IMAGE SCHEMA PADA PRÄPOSITION NACH, ZU, ÜBER DAN AUF BAGI PENUTUR NON-JERMAN	MATRIX	COMMITTEE
	I Ketut Riana, Ni Putu Evi Wahyu Citrawati & I Gusti Agung Istri Aryani	NGUSABA DODOL DI DESA DUDA TIMUR, SELAT KARANGASEM: KAJIAN SEMIOTIK SOSIAL		
	Lindawati	BAHASA MINANGKABAU DI MASA DEPAN SEBUAH PROYEKSI		
	Erry Prastya Jati	PRESUPOSISI DAN IMPLIKATUR DALAM ACARA TALKSHOW INDONESIA LAWAK KLUB		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
11.15 – 12.45	Naniana N Benu	REDUPLICATION IN UAB METO	KRYPTON 4	COMMITTEE
	Ibrahim Guntur Nuary	THE ACQUISITION OF ENGLISH SLANG BY THE LEARNERS LANGUAGE TEACHING DEPARTMENT IAIN SYEKH NURJATI		
	I Nyoman Udayana	THE EFFECT OF INFORMATION STRUCTURE ON THE INDONESIAN <i>DI-PASSIVE</i>		
	Ahyati Kurniamala Niswariyana	MAKNA SIMBOL DALAM UPACARA ADAT NYATUS, NYIU, NYOYANG DI DESA KARANG RADEN KECAMATAN TANJUNG KABUPATEN LOMBOK UTARA		
12.45 – 13.30	LUNCH BREAK (ISHOMA)		HOTEL 2ND FLOOR	COMMITTEE
PARALLEL 6			HOTEL 2ND FLOOR	
13.30 – 15.00	Ngurah Indra Pradhana	KEDUDUKAN ONOMATOPE DALAM KATA KERJA BAHASA JEPANG DAN BAHASA BALI	KRYPTON 1	COMMITTEE
	Agus Sudono	PILIHAN BAHASA PENUTUR DI LINGKUNGAN PESANTREN (STUDI KASUS DI PESANTREN AL-ITQON, BUGEN, SEMARANG)		
	Lusia Neti Harwati	PENERAPAN METODE PEMBELAJARAN KREATIF BAHASA JAWA DI TINGKAT SEKOLAH DASAR		
	Indriani Nisja	PENGUNAAN MEDIA PEMBELAJARAN CD INTERAKTIF DALAM KETERAMPILAN MENULIS KARANGAN MURID SEKOLAH DASAR NEGERI 20 DAN SD N 09 PADANG		
13.30 – 15.00	Ni Ketut Ratna Erawati	SANDHI DALAM BAHASA JAWA KUNA: SUATU KAJIAN FITUR DISTINGTIF	KRYPTON 2	COMMITTEE
	Kenfitria Diah Wijayanti	FENOMENA KRAMA DESA DAN KEDUDUKANNYA DALAM PERKEMBANGAN BAHASA JAWA		
	Rosaria Mita Amalia	COHESION AND COHERENCE IN ARTICLES ABOUT PTNBH IN UNPAD’S WEBSITE: A DISCOURSE ANALYSIS STUDY		
	Marselina Nugraheni Fitrisari	ANALISIS WACANA KRITIS TERHADAP KASUS PEDOFILIA PADA MEDIA ONLINE TRIBUNNEWS		
13.30 – 15.00	Ni Made Wiriani	NEGASI DALAM BAHASA BALI DIALEK NUSA PENIDA: SEBUAH PENELITIAN AWAL	KRYPTON 3	COMMITTEE
	Majid Ariyoga	RELEVANSI MONOLOG PANDJI PRAGIWAKSONO DALAM KONSER <i>STAND UP COMEDY</i> “MESAKKE BANGSAKU”		
	Suci Khaofia	MOOD PADA TALK SHOW MATA NAJWA ON STAGE “SEMUA KARENA AHOK”		
	Ni Made Dhanawaty	GELIAT REVITALISAI BAHASA DAN BUDAYA DI DESA BALI AGA PEDAWA		

TIME	NAME	TITLE	ROOM	CHAIR PERSON
13.30 – 15.00	Widyatmike Gede Mulawarman	PERILAKU SINTAKSIS KALIMAT MAJEMUK BAHASA KUTAI	MATRIX	COMMITTEE
	Martina	THE VITALITY OF MALAY LANGUAGE IN GLOBAL SOCIETY IN PONTIANAK CITY (SOSIOLINGUISTIC STUDY)		
	Tatang Sopian	TEACHING THEME AND THEMATIC PROGRESSION TO TOURISM STUDENTS AND ITS IMPLICATIONS ON THEIR WRITINGS		
13.30 – 15.00	Muhammad Rayhan Bustam	VULGARISME BAHASA: KREATIFITAS PENARIK MINAT PASAR (STUDI KASUS KAJIAN SOSIOLINGUISTIK DI RESTORAN STEAK RANJANG BANDUNG)	KRYPTON 4	COMMITTEE
	Tatang Suparman	PENGAYAAN KOSAKATA BAHASA INDONESIA MELALUI KORESPONDENSI KATA KEMBAR		
	Nur Faidatun Naimah	A CRITICAL DISCOURSE ANALYSIS OF SUSILO BAMBANG YUDHOYONO'S SPEECH ON ANTASARI AZHAR'S ACCUSATION AS MASTERMINDING THE MURDER OF NASRUDIN ZULKARNAEN		
<b>PARALLEL 7</b>			HOTEL 2ND FLOOR	
15.00 – 16.30	Pramesty Anggororeni	ANALISIS TERJEMAHAN MAKNA INTERPERSONAL DALAM DUBBING FILM “ <i>THOMAS AND FRIENDS: BLUE MOUNTAIN MYSTERY</i> ”	KRYPTON 1	COMMITTEE
	Prayudisti Shinta P	MEDIA FRAMING PADA THE GUARDIAN DAN AL JAZEERA: SEBUAH KAJIAN KORPUS LINGUISTIK DAN IDEOLOGI		
	Prayudha	USING COH-METRIX TO ASSESS THE WRITING SKILL OF EFL STUDENTS		
	Qurratul A'ini	PRINSIP KERJASAMA DALAM KOMENTAR BERITA DI FANSPAGE FACEBOOK MERDEKA.COM		
15.00 – 16.30	Sukron Adzim	IMPLIKATUR DAN DAYA PRAGMATIK TINDAK TUTUR DIREKTIF MASYARAKAT INDONESIA DALAM AKUN <i>TWITTER</i> PRESIDEN JOKO WIDODO	KRYPTON 2	COMMITTEE
	Yumartati	POTRET PENGGUNAAN BAHASA DI LINGKUNGAN PELAJAR SMA DAN SMK DAERAH ISTIMEWA YOGYAKARTA		
	Inayatul Mukarromah	LINGUISTICS COMPETENCE FOR DEVELOPING STUDENTS' OUTCOMES AT A COLLEGE: SURVEY APPROACH		
	Yafed Syufi	KLASIFIKASI VERBA MAKAN BAHASA MIYAH		



TIME	NAME	TITLE	ROOM	CHAIR PERSON
15.00 – 16.30	Teddi Muhtadin	POTRET PENGAJARAN BAHASA SUNDA DI SEKOLAH DASAR DAN DAMPAKNYA TERHADAP PEMERTAHAN BAHASA SUNDA DI JAWA BARAT	KRYPTON 3	COMMITTEE
	Ariya Jati	A DISCOURSE ANALYSIS OF AEROSMITH’S “I DON’T WANT TO MISS A THING”		
	Valentino Pamolango & Irvan Gading	VERBS AND VERBAL MORPHOLOGY OF BALANTAK LANGUAGE		
	Sugeng Riyanto	PENERUSAN ANTARGENERASI DAN PEMERTAHANAN BAHASA SUNDA DI DALAM KELUARGA		
15.00 – 16.30	Elvi Citraesmana, Fatimah Djajasudarma, Hera Meganova Lyra	THE ROLE OF LOCAL LANGUAGE IN NATION’S CHARACTER BUILDING	MATRIX	COMMITTEE
	Johanna Rimbing	TINDAK TUTUR ILOKUSI DALAM PERCAKAPAN JUAL-BELI DI PASAR TRADISIONAL MINAHASA (SEBUAH KAJIAN SOSIOPRAGMATIK)		
	Rosaria Mita Amalia	CULTURAL TRANSLATION OF TRADITIONAL FOOD FROM WEST-JAVA: A MEDIA TO PROMOTE THE TRADITIONAL CUISINE TO THE WORLD		
	Putri Yuni Utami	MAKING MEANING USING SYSTEMIC FUNCTIONAL LINGUISTICS AND VISUAL GRAMMAR ANALYSIS: COMPARISON OF SOURCE TEXT AND TARGET TEXT REFLECTED IN THE MAIN CHARACTER OF GRAPHIC NOVEL <i>V FOR VENDETTA</i>		
15.00 – 16.30	Elvi Citraesmana	CONCEPTUAL METONYMY IN PRESENT-DAY BANDUNG YOUTH TALKS: A COGNITIVE SEMANTIC ANALYSIS	KRYPTON 4	COMMITTEE
	Jujan Fajriah & Nisa Fikria Haqinatul Millah	VARIATIONS IN DIPHTHONG’S PRONUNCIATION PRODUCED BY NATIVE SPEAKERS OF MINANGKABAUNESE		
	Sutiono Mahdi	SUNDANESE’S CHILDREN NAMING TRADITION: A CASE STUDY OF LANGUAGE MAINTENANCE AND SHIFT IN BANDUNG.		
	Wahya	DISTRIBUSI FONOLOGIS BAHASA SUNDA DI KABUPATEN BREBES: SEBAGAI IDENTITAS BAHASA		
16.30 – 16.45	CLOSING SPEECH		KRYPTON	Head of Master Program in Linguistics Diponegoro University
16.45 – 17.00	BREAK (CERTIFICATE HANDLING)		LOBBY HALL	COMMITTEE

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## APPLYING CODE MIXING AND CODE SWITCHING IN TEACHING ENGLISH GRAMMAR IN THE CLASSROOM

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### Abstract

Teaching English in Indonesia is rather difficult to do because Indonesia people have many languages. They are regarded as bilingual people or even multilingual people. It can happen because they master two or more languages, such as national language and local languages, when they speak with other people in different domains and conditions. In these cases, lecturers, teachers and instructors must think smartly to find the better ways in teaching English which are suitable for situation, condition, competence and performance of Indonesia students. Code switching and code mixing can be used to solve the problems in teaching English in Indonesia. In teaching and learning process in Central Java, speakers not only switch and mix codes between Bahasa and English, but also Javanese too. In classroom context, code switching and code mixing are often used by lecturers, teachers and instructors in teaching grammar. On the one hand, they need to explain grammar rules in English as Target Language (TL), on the other hand, they must also use First Language (L1) of the students in order to make students understand the explanation clearer, faster and thoroughly. In order to complete and finish this observation, the qualitative method was used. In this process, between the teachers, lecturers, and instructors and also the students were observed, interviewed, and given a set of questionnaire. Not only that instruments, but also data of teaching and learning process in the classroom was recorded to prove that there were code switching and code mixing in teaching grammar. Through this observation, it can be found about the types of code switching and code mixing they used in teaching grammar in the classroom, the reasons why they applied code switching and code mixing, what the effects of them for teachers, lecturers, instructors and the students in teaching learning process were. The result of the study can be seen that the teachers, lecturers, and instructors did code switching and code mixing because they were good strategy and better medium of instruction to serve and reach pedagogical purposes.

**Keywords:** *bilingual, code mixing, code switching, grammar, teaching and learning Process*

### 1. INTRODUCTION

People in the world must have ever communicated each other in many situations. It is clear that language is the important medium in communication. Moreover, language is the medium of instruction used by the educators in teaching. It needs to know, based on Brown (2000:7), that teaching can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

However, in the real world, people use different language at the same time as First Language (L1). It can be difficult if educators, especially in Indonesia, want to teach Second Language (L2) in the classroom which has more than one language as First language (L1). As we know that person who masters more than one language is called bilingual or multilingual. It is familiar that Indonesian people can master at least two languages, such as the Indonesian national language that is Bahasa and their regional language, such as Javanese language. Consequently, because of that reasons, teaching Second Language (L2) becomes something hard to do. Many educators have ever applied many different methods and techniques in the classroom in order to achieve the target as they wish. In the middle of teaching and explaining materials, of course, they often apply code switching and code mixing in the classroom. Code-switching and code mixing are phenomena that exist in bilingual or multilingual societies where people have the opportunity to use two or more languages to communicate.

It is crystal clear that code switching and code mixing are interesting phenomena in teaching and learning activities which have often been found in the classroom used by lecturers, teachers, instructors and students. Ahmad and Jusoff (2009) investigated the learners' perceptions of the teacher's code switching in English language classroom that teachers' code switching is strongly believed as an effective teaching strategy when dealing with low English proficient students.

Not only code switching, but also code mixing is also applied by the educators in teaching and learning activities in the classroom. Both code switching and code mixing have same point which there are switching one language into another language.

Actually, they are not strange for English lesson classroom. Even, according to Rana Irsha, Rana Saeed, Mian Abdul, and Ghulam Murtaza (2015), code switching and code mixing plays a very important role in teaching and learning English. They investigated that code switching and code mixing were used as facilitators in the classroom. From the students' point of view, they can achieve learning outcomes easily by using these techniques.

In Indonesia, the teaching and learning process, the speakers, both educators and students, not only switch and mix Bahasa and English, but also sometimes regional language, such as Javanese language. In teaching grammar, lecturers, teachers, and instructors commonly use English in teaching. Moreover, they also use other languages, such as Bahasa and even Javanese language to make the explanation clearer and or with another reason based on their needs. According to Baker (2006), code switching can be used to emphasize a particular point, to substitute a word in place of unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, code switching occurs when certain topics are introduced.

### **1.1 Bilingualism**

Bilinguals are not two monolinguals in the same head (Cook in Brown). Most bilinguals, however, engage in code switching (the act of inserting words, phrases, or even longer stretches of one language into the other), especially when communicating with another bilingual (Brown, 2000:67). Webster's dictionary (1961) in Hamers and Blanc (2000:6-7) defines that bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two languages'. In the popular view, being bilingual equals being able to speak two languages perfectly; this is also the approach of Bloomfield (1935: 56), who defines bilingualism as 'the native-like control of two languages'. From the explanations above, it can be concluded that bilingualism can be said as the ability to build understandable utterances in two languages. In this matter, language learners are also considered bilingual. Furthermore, multilingualism is the ability to use several languages at the same time.

### **1.2 Code Switching**

It is important to know that code switching is the change of language which is used by a speaker from one language to another language or the change from informal style to formal style or vice versa (Chaer, 2004:107). According to Apple, Code switching is the change of used language because of the situation change (Chaer, 2004:107). Hymes also has opinion that code switching not only happens between one language to another language, but also happens between one style into another style which are in one language (Chaer, 2004:107). The researchers (Lai, 1996; Cole, 1998; Critchley, 1999; Schweers, 1999; Burden, 2001; Tang, 2002; Greggio & Gil, 2007) have argued that code-switching can be an important element in contributing English language teaching and learning process. Some see code-switching as an opportunity for language development as it allows the effective transfer of information from the senders to the receivers (Skiba, 1997). Code switching can be used for self-expression and is a way of modifying language for the sake of personal intentions. And it may be used in order to build intimate interpersonal relationships among members of a bilingual community (Holmes, 1992:275). In switching topic, the teacher changes his/her language according to the topic in the discussion. This mostly happens in grammar instruction which the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points that are taught at that moment. In order to focus the students' attention to the new knowledge, the educators use code switching and take benefits of native tongue. At this point, it is better to utilize a bridge from known (native language) to unknown (new foreign language content) which is constructed to transfer the new content and

meaning become clearer in this way. It is also suggested by Cole (1998): “a teacher can exploit students’ previous L1 learning experience to increase their understanding of L2”. There are still lots of factors affecting the learning success. For example, English- only classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input. Based on above arguments, code switching could be a strategy used by teachers to help learners. Various positive functions of code-switching, such as explaining new vocabulary, grammar, new concepts and relaxing learners would improve the learners’ comprehensible input during the learning process (Ahmad & Jusoff, 2009).

The teachers’ use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environments. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999:61). Meanwhile, Liu (2003) mentions five factors which are closely related to the context of teaching and learning process, especially to the teachers’ use of code switching and code mixing. They are: (1) Owing to teacher’s linguistic competence and insecurity; (2) For ease of expression, i.e. when an English word or expression finds equivalent in several Indonesian terms or when its Indonesian equivalent is easy to retrieve; (3) For translation of new and unfamiliar words and expressions; (4) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity; (5) Socializing functions, i.e. when teachers turn to the students’ first language to signal friendship and solidarity, including for joking.

### **1.2.1. Types of code switching**

Code switching takes a variety of forms. It can occur within or at the end or beginning of sentences. In intersentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. In intrasentential code switching, the shift is done in the middle of a sentence with no interruptions, hesitations, or pauses indicates a shift (Lipski, 1985). Intrasentential language switching is known as mechanical switching. It occurs unconsciously, and fills in unknown or unavailable terms in one language. This type of code switching is also known as “code-mixing”. Another type of code switching is called “code changing”. It is characterized by fluent intrasentential shifts, transferring focus from one language to another. It is motivated by situational and stylistic factors and the switch between two languages is conscious and intentional (Lipski, 1985). Types of code-switching based on (Poplack 1980) consist of Intersentential switching occurs outside the sentence or the clause level (i.e. at sentence or clause boundaries). It is sometimes called “extrasentential” switching; Intra-sentential switching occurs within a sentence or a clause; Tag-switching is the switching of either a tag phrase or a word, or both, from language-B to language-A, (common intra-sentential switches); Intra-word switching occurs within a word, itself, such as at a morpheme boundary.

### **1.3 Code Mixing**

In a language contact situation, the process of code mixing, code switching and interference do take place. Code mixing is the intra-sentential switching whereas code switching is the inter-sentential switching. Language contact sometimes occurs when there is an increased social interaction between people who living as neighborhood and have traditionally spoken different languages. But more frequently it is initiated by the spread of languages of power and prestige (Faltis, 1989). Code switching and code mixing have the same concept as language switch, as one of the communication strategies (Selinker, 1972) cited in Syahri (2001: 13). Holmes (1992: 51) says, “People who are rapidly code switching tend to switch completely between two linguistic systems - sound, grammar, and vocabulary.” Redlinger and Park (1980: 339; cited in Hoffmann, 1991:105) say “Language mixing refers to the combining of elements from two languages in a single utterances.” Code mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterances (Wardhaugh, 1990:103).

Chaer and Agustina in their book, *Sociolinguistics: Beginning Introduction* (2004:114) said that the sameness of code switching and code mixing are both of them using two languages or more, or two variants or two styles from a language in society utterances. In code switching, it still has its own function which is used consciously and it has certain reasons when applying it. In other side, code mixing is just like pieces of language and it has no function as a code.



Thelander (1976:103) in Chaer and Agustina (2004:115) explains that code switching can happen when there is switching from one clause to another clause. Furthermore, code mixing is switching one language to another language which consists of hybrid clauses and hybrid phrases and each of them does not support its own function. Fasold in chaer and Agustina (2004:115) also supports Thelander's explanation about code switching and code mixing. He said, "if someone uses a word or a phrase from a language so he or she has used code mixing. However, if a clause, which has grammatical structure from one language, is uttered by the speaker and the next utterance uses another clause which is arranged according to grammatical structure of another language so it can be called as code switching. According to Suwito in Rohmadi (2004 : 60 ) "code mixing is the use of two or more languages by entering the pieces of language to another while the pieces which inserts do not have function".

#### 1.4 Grammar

Gerot and Wignell (1994:2) say that grammar is a theory of language, of how language is put together and how it works. More particularly, it is the study of wordings. From English Grammar Book by Azar (1999:2-5) that there are twelve tenses basically which consist of simple present tense, simple past tense, simple future tense, present progressive tense, past progressive tense, future progressive tense, present perfect tense, past perfect tense, future perfect tense, present perfect progressive, past perfect progressive and future perfect progressive.

## 2. METHODOLOGY

### 2.1. Research Design

This research was a case study which used qualitative data. However, quantitative data were also showed to support this research. This research aimed to find out the types of code switching and code mixing which were used by the lecturers, teachers, and instructors in teaching grammar in the classroom, the reasons why they applied code switching and code mixing, what the functions and the effects of them for teachers, lecturers, instructors and the students in teaching learning process were.

### 2.2. Participant

The participants of this research came from two kinds of participants. They were from the educators, such as teachers, lecturers, instructors and the students. They were from different institutions. From educators, there were six English lecturers, two English teachers, and two instructors. The participants from students consist of one hundred students from different institutions. The lecturers are A1(UIN Walisongo Semarang), N1, N2, J (STEKOM), D and A2 (USM). The teachers of SMP Mardiswina 1 Semarang, Y1 and S1, and the instructors from Alfabank and UIN Walisongo Semarang, Y2 and S2, also supported this research. The students are from 20 from UIN Walisongo, 35 from STEKOM, 10 from USM, 25 from Alfabank and AMIK JTC Semarang, and 10 from SMP Mardiswina 1.

### 2.3. Procedure of this research

The researcher collected data by observing and recording the activities of teaching and learning in the classroom, giving questionnaire for educators and students, and interviewing them. The data were used to answer three questions of this research about the types of code switching and code mixing they used in teaching grammar in the classroom, the reasons why they applied code switching and code mixing, what the effects of them for teachers, lecturers, instructors and the students in teaching learning process were. There were eight aspects which were asked to the educators in questionnaire and interview. The students also answered the questionnaire which consists of eight questions and twenty one questions.

## 3. DISCUSSION

### 3.1. Types of code switching and code mixing used in teaching grammar in the classroom

The data of recording analysis in the teaching and learning process can be known that the participants (teachers, lecturers and instructors) switch and mix English, Bahasa and just little bit Javanese language. The data results can be categorized into some types of code switching mainly based on Poplock (1980) and some theories of code mixing.

#### 1) Inter sentential switching

- Before we go to the next, I ask you something about the material last week. *Minggu kemarin kita membahas materi apa?*
- Jadi, simple past tense adalah bentuk yang digunakan untuk menceritakan kejadian masa lampau/masa lalu. *May be, you have question about this?*

- Ok...as we know that simple past tense is used to tell about past events..right?... I go to the next ya..*setelah kita menceritakan masa lalu...membahas masa lampau...we leave past events and we discuss about future*...tentang masa depan...today we study about simple future tense...yang mana simple future tense focuses on menceritakan kejadian masa depan atau rencana masa yang akan datang...the formula of simple future tense is S+will Verb 1+Object+Adverb...we will discuss step by step...one by one... the next...*saya beri contoh dengan menggunakan rumus tersebut...I use subject "I" and I use "watch" for verb 1 and "movie" for object and adverb of time is "tomorrow"*...so..I will watch movie in the cinema tomorrow...you understand so far?..
- 2) **Intra-sentential switching**
  - I point one of you *untuk menjawab pertanyaan dari saya dan* you explain simple future tense. And then, you answer my question. Okay?
  - Today we study about simple future tense..*yang mana simple future tense focuses on menceritakan kejadian masa depan atau rencana masa yang akan datang*
  - silahkan kamu bertanya *what you want to know* jika kamu masih merasa bingung...
- 3) **Tag-switching (Code mixing)**
  - Do you understand what I have explained? You understand? Kamu paham? Right? *Really? Benarkah? Tenane?*
  - Jadi tugas kalian adalah you write your activities tomorrow and then you make ten sentences *ya?*
  - Okay, so you ask about the differences between the use of will and shall? Jadi mbak ini bertanya bedanya penggunaan will dan shall? *Right? true or not?*
- 4) **Intra-word switching (Code mixing)**
  - Ok...hari ini kita akan *discuss* tentang simple future tense.Tetapi sebelumnya saya akan *mereview* kembali *just a little bit about* simple past tense.
  - Explain what you know about simple future tense...you explain and you speak in English...its ok...or you speak in bahasa...*no problem...tidak masalah...nggak masalah...ora po po (ora opo opo)*...Untuk memperjelas definisinya...saya beri *example nya*...lagi yaa..

### 3.2. Reasons why the educators applied code switching and code mixing

The results of the data were taken from questionnaires and interviews which were given to lecturers, teachers, and instructors. The questionnaire consists of eight questions. However, the educators' answers of number 1, 2, 3, 6, 7 and 8 will be summarized in order to discuss this point. From the answers of questionnaire and interview which were given to ten educators, it can be summarized that eight educators (lecturers and instructors) used English and Bahasa in the classroom and two teachers used English, Bahasa and Javanese language. Actually, they had different opinions to answer the questions number two but most of them had same meaning which they used those languages because they had purpose to make explanations clearer and make the classroom not be boring. Furthermore, they always and often used English first to explain grammar. After getting difficult to deliver the message and the students still felt confused, so they always and often used Bahasa to deliver the meaning. In giving examples based on their daily life, they always used those languages in order to make the students have ability to write other examples by applying tenses that they discussed previously. It needs to know that they, always and often, used code switching and code mixing from English to Bahasa or vice versa and even just a little bit Javanese language because they felt that Bahasa and Javanese language are mother tongue which Bahasa is national language and Javanese language is regional language. Therefore, they thought that it would be easier to understand if they spoke in English first and after that they switch into Bahasa and two teachers sometimes used code mixing by using English, Bahasa, and Javanese language to make humor, get closer to the students, emphasize something, and check understanding.

From the data above, it is crystal clear that there are four types of code switching from the results of the observation during the process of teaching and learning in teaching grammar in the classroom. They are inter sentential switching, intra-sentential switching, tag-switching (code mixing) and intra-word switching (code mixing). In inter sentential switching, there is switching from English to Bahasa or vice versa. Based on the answers of the questionnaire and supported by the interview data, the educators did switching and mixing codes when teaching grammar because of many reasons, such as (a) owing to teacher's linguistic competence and insecurity; (b) for ease of expression, i.e. when an English word or expression finds equivalent in several Indonesian terms or when its Indonesian

equivalent is easy to retrieve; (c) for translation of new and unfamiliar words and expressions; (d) Repetitive functions, i.e. when teachers convey the same message in both languages for clarity; (e) Socializing functions, i.e. when teachers turn to the students' first language to signal friendship and solidarity, including for joking; (f) for topic switch and (g) for affective functions.

No.	Participant	Reasons						
		a	b	c	d	e	f	g
1	A1	x	√	√	√	√	√	√
2	N1	x	√	√	√	√	√	√
3	N2	x	√	√	√	√	√	√
4	J	x	√	√	√	√	√	√
5	D	x	√	√	√	√	√	√
6	A2	x	√	√	√	√	√	√
7	Y1	x	√	√	√	√	√	√
8	S1	x	√	√	√	√	√	√
9	Y2	x	√	√	√	x	√	√
10	S2	x	√	√	√	x	√	√

### 3.3. Effects of code switching and code mixing for teachers, lecturers, instructors

The results of the data were taken from questionnaires and interviews which were given to lecturers, teachers, and instructors. The answers of number 4, 5 and 6 will be shown below in order to explain effects of applying code switching and code mixing for educators. Based on the results, it is found that six educators often used code switching and code mixing in teaching English Grammar. Three educators always used them and an educator seldom used them in teaching grammar. And next data, 10 educators realized when using code switching and they apparently did not realized when using code mixing in teaching English Grammar in the classroom. The results of the data shows that 10 educators thought that code switching and code mixing were the useful strategies which they could help the students understand the explanation of English Grammar easier.

### 3.4. Effects of code switching and code mixing for students

The questionnaire consists of two parts which the first part is eight questions and the second part is 21 questions. However, only some questions and results will be shown which emphasize in explaining effects of applying code switching and code mixing for students in teaching English Grammar. The point of students' views can be described when they answered the questions of number 5,6, and 8. The students responded that they expected when the lecturer / the teacher / the instructor explained something that they did not understand they wanted him/her to explain in Bahasa (55%) and explain again in English but in Bahasa too and sometimes in Javanese language (45%). When they asked something in Bahasa / English, they wanted the lecturer/ teacher / instructor answered them in mainly in Bahasa but sometimes in English (55%) and mainly in English but sometimes in Bahasa (45%). They also loved mainly in Bahasa but sometimes in English (60%) and mainly in English but sometimes in Bahasa (40%) when the lecturer/ teacher / instructor taught grammar in the classroom.

Furthermore, the effects of applying code switching and code mixing by the educators for students can be seen through the answers of questions on number 2, 5, 6, 7, 12, 13, 16, and 17. The students strongly agreed that they felt comfortable and easier to understand when the teacher taught grammar in English and in Bahasa (90%). They also strongly agreed that teaching grammar in Bahasa and in English made it easier for them to understand (98%). Not only that, but they also agreed that teaching grammar in Bahasa and in English sometimes in Javanese language could reduce the boredom for them in the classroom (94%). The next opinion, they agreed when the teacher minimized his / her use of English in teaching grammar (97%). On the one hand, they strongly agreed to respect the teacher more when teaching grammar in Bahasa and English (60%). On the other hand, they just agreed to respect the teacher more when teaching grammar in Bahasa and English and sometimes in Javanese language (45%). Mixing Bahasa and English could make them easier to do exercises and give other examples and they strongly agreed about this (98%). Moreover, ninety percent (90%) of one hundred percent strongly agreed that mixing Bahasa and English in teaching grammar could make them become confident and brave in speaking and writing in English. The last but not the least, after teaching grammar by mixing Bahasa and English, the students agreed that they could write sentences easier (80%).



#### 4. CONCLUSION

Indonesia is one of countries which has bilingualism or even multilingualism society. In fact, Indonesian people have approximately two or even more languages which are used to speak in their daily life. Formally, they have First Language or mother tongue which consists of national language, it is Bahasa, and regional language, such as Javanese language. This fact can appear difficulties in teaching and learning activities. However, many educators are creative to deliver materials in Second Language Acquisition. They have applied code switching and code mixing in teaching materials consciously or unconsciously from generation to generation, especially in teaching English Grammar. Therefore, it cannot be denied that both educators and students get benefits by using code switching and code mixing.

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